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ABSTRACT

Guidelines are offered in this second information memorandum for an in progress study on how projections for the future might affect the quality of life in the United States. Examining other future oriented studies, articles, and research documents, six projections are reviewed which indicate that the U. S. will be crowded, urbanized, mobile, technological, brain-intensive, and a medico-interventionist society, and which suggest many questions for considering the quality of life. Emphasis in the guidelines is upon the potential for education and for wise public policy to advance order and to preserve individual liberties by lowering the need for extensive regulatory and allocative policy. Citizens need to learn to take more responsibility for their own behavior and compromise in the many kinds of interactions with others. Because there is much to learn from other nations which appear to yield a high degree of security and well-being for their people, the study and comparative analysis of the three small nations of Denmark, Switzerland, and Yugoslavia offers ideas for developing guidelines for U. S. education and public policy. It is expected that this study will point toward the need for additional studies and for creative ways to draw upon experiences and policies in other nations to improve education and public policy in the United States. (SJM)

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Security and Well-Being in America: Projections, Policy, and Education for the 1970's

Our sociological theories, our political philosophy, our practical maxims of business, our political economy, and our doctrines of education are derived from an unbroken tradition of great thinkers and of practical examples from the age of Plato . . . to the end of the last century. The whole of this tradition is warped by the vicious assumption that each generation will substantially live amid the conditions governing the lives of its fathers and will transmit those conditions to mould with equal force the lives of its children. We are living in the first period of human history for which this assumption is false.

Alfred North Whitehead, The Adventure of Ideas

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Security and Well-Being in America: Projections, Policy, and Education for the 1970's

Introduction

Following are operational guidelines for a Lincoln Filene Center study that is concerned with how projections for the future (population expansion, technology, urbanization, societal mobility, environmental conditions, international relations, etc.) might affect the quality of life in the United States. It is reasonable to predict that in the absence of more individual responsibility and wise public policy, conditions resulting from these projections might well have a profound impact upon the quality of life in the United States during the remaining twenty-eight years of the twentieth century. Thus we must prepare now for educational and public policies that will be likely to sustain and strengthen liberty and options in a democratic society in view of projections that could imperil such a society.

The Lincoln Filene Center study, with support from Mr. Paul R. Tappan of Mansfield, Ohio, will draw upon positive experiences in the United States and conditions and policies in three smaller nations--Denmark, Switzerland, and Yugoslavia--to recommend to educators and public officials approaches to improving education and public policy for preserving liberty in an increasingly complex society. The study, presently in its formative stages, should be completed by the early fall of 1972. The study staff includes the following members of the Center's staff: John S. Gibson, Director, and Messrs. Philip E. Campbell, Lawrence G. Cetrulo, Jon E. Kaiser, and George G. Watson.

A. Projections for the Future

Projections for the future are the first concern of the study that appear likely to affect the quality of life and the security and well-being of the American people during the next three decades. There are a number of books, articles, and other studies that look into the future and seek to make projections that, if they materialize, will have a profound impact upon Americans and public policy as well. Several studies that have greatly influenced our thinking are as follows: Daniel Bell (ed.), Toward the Year 2000: Work in Progress (Boston: Houghton Mifflin Company, 1968); Harrison Brown, et al., The Next Hundred Years (New York: The Viking Press, 1963); and Alvin Toffler, Future Shock (New York: Random House, 1970). We are examining other studies, articles, and research documents with respect to the future, drawing, in particular, on the bibliographical citations in Toffler. From these and other works, we make the following projections for life and events in the United States during the next thirty years.

1. We shall have an increasingly crowded society, with a projected population of 300,000,000 by 2000 A.D.

2. It will be an urbanized and congested society, with approximately 90% of the population living in or near major urban centers.

3. It will be a mobile society, with many millions of people changing places of domicile each year or otherwise engaging in many complex patterns of transporting the individual from one point to another, and for many reasons.

4. It will be a highly technological society, which will have a profound impact upon production, media, and especially upon the use of computers, which now can perform almost all cognitive functions of the high school graduate.

5. Therefore, we may be moving toward a brain-intensive society, which means that one's occupation will depend upon using his or her brain as distinct from roles and services that can be performed and carried out by computers and other automated devices. In other words, technology will increasingly reduce the number of vocational roles that individuals can perform, leaving vast millions of people unable to sell skills unless a specific vocational or professional role necessitates using one's brain and/or special talents.

6. It will be a medico-interventionist society, characterized by uses of many facets of medicine, psychiatry, and drugs to regulate human behavior.

There are many other projections one could make. Some feel that there will be more basic and grass-roots democracy or populism at all levels of government. Some predict that it will be increasingly a more highly educated society, but educated for what? Others point to world tensions leading to a thermo-nuclear conflict; however, should that occur, projections are for naught, and so we do not make that assumption. One could point to a world marked by interplanetary relationships or uses of space that cannot be foreseen now. Drawing upon the oceans for food, reducing infant mortality and prolonging human life, and controlling corrosive effects of detrimental environmental conditions are also possibilities. However, the above six projections do suggest many questions for examing the quality of life in the United States in the future.

B. Projections, Citizenship, and the Governing Process

Clearly, these projections have every likelihood of materializing and thus will bring about many changes in the quality of life in America. It is our hypothesis that American citizens must assume (a) more responsibility for their own behavior,

(b) more responsibility in their interactions with other people, and (c) a readiness to compromise in many kinds of interactions with other people. If they do not, we predict that much more public policy will be required to regulate people and to allocate things of value so that some modicum of security and well-being may be available to the greatest number of people.

If we assume that the above is basically correct--that given current trends and projections for the future, more regulatory public policy will be necessary if citizens do not exercise a fairly high degree of civic behavior--then what can we do now through education and limited public policy to shape civic behaviors necessary for preserving individual liberty and democratic government?

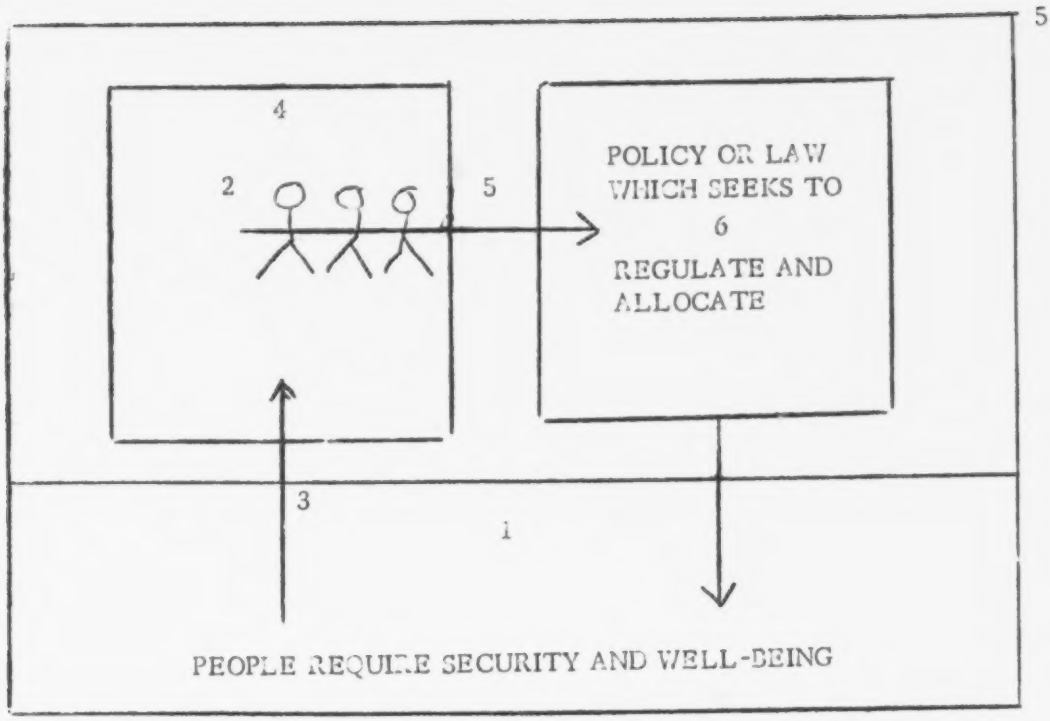
To put the matter another way, there is an increasing level of conflict between "order" and "law." This will continue unless members of the American society assume more responsibilities in proportion to the events and conditions of the future, which will not favor individual liberty and freedom from intense governmental regulation.

These statements require definitions of order and law. There is "order" in any society when people enjoy security and at least a modest level of well-being. The general absence of conflict and more equitable access to resources essential to physical and mental well-being constitutes a condition of "order."

"Law" we take to be public policy necessary for maximizing possibilities for "order" in any society. Law both regulates and establishes guidelines for allocating things of value in a society. A minimum of law or regulation is needed in a society where people assume responsibility and make compromises necessary for order. Also, there is little need for policy to allocate things of value or resources needed for well-being in a society where people assume the responsibility for doing such "allocating" on an equitable basis. "Resources of value" include food, shelter, education, means of livelihood, health care, and other items fundamental to human well-being.

Conversely, many law and enforcement measures are needed when there is insecurity due to conflicts among people or an external threat to the society. Law and enforcement also rise when there is inequitable access to valued resources. In other words, regulatory and allocative policy generally responds to disorder or low levels of security and well-being.

The governing process diagram on page 5 to which we shall refer a number of times, may help to clarify the relationships between order and law.



Official decision makers (2) within the structure of government (4), some of whom are elected by citizens (1) through the political process (3), make (5) policy or law (6) which seeks to regulate people and institutions and also to allocate things of value so as to advance the security and well-being of the people. Naturally, all of these conditions and processes vary in time and among different societies and subsocieties. The central point is that the policy "box" (6) has grown enormously during the course of American history, generally in proportion to the need for security and well-being. Societal conditions during the twentieth century have led to much disorder (insecurity at home and abroad) and inequities in the access to and distribution of valued resources. This has necessitated expanding policy and law so as to lower levels of conflict and to provide for more equitable distribution of resources. Vast changes between now and the end of the century make it very likely that more policy and law for regulatory and allocative purposes will be needed unless, through both education and wise public policy, civic order and more equitable access to valued resources can be achieved. The central core of this study is to examine the potentiality for both education and wise public policy to advance order and to preserve individual liberties by lowering the need for extensive regulatory and allocative policy.

C. Dimensions of the "Quality of Life" for America and Lessons from Other Nations

Education, both formal and informal, is that process on which we must rely for developing responsibility and effective citizenship, which are essential if we are

to avoid extensive regulatory public policy or law. The health of the individual; an economic system that advances well-being and free choices among consumers for goods and services; a support system or welfare for those who, for one reason or another, cannot support themselves; and law and its enforcement that do provide individuals with security but not oppression are essential to sustaining and strengthening the quality of life. How, then, can education, health services, the economy, welfare, and law and its enforcement be improved so that the security and well-being of individuals may be advanced, given our projections for the remainder of this century? This study will seek some answers to that vital question.

Some of the answers may be found in the United States, and this study will draw upon much research, empirical findings, and varied practices in these five areas that will be important for developing our conclusions and recommendations. There are many fruitful avenues to explore in innovative and creative work in education, health, economics, welfare, and law and its enforcement in other countries as well. Because we are convinced that there is so much we can learn from other nations, we have selected Denmark, Switzerland, and Yugoslavia as three countries where much activity in the five above areas appears to yield a fairly high degree of security and well-being for their people.

There are several reasons for turning to these three nations for lessons and examples vital to this study.

1. We feel there is much we can learn from three smaller nations. Too often we look only to ourselves or to other larger nations for clues on how to improve educational and public policies in the United States. It may be that the individual sense of responsibility and compromise among human beings, generally characteristic of some smaller nations, are behaviors that can teach us much in the United States.

2. Each of these nations has characteristics that merit close study. We shall not set forth the nature of those characteristics at this particular time, except to say that each appears to have educational and public policies that indeed promote individual and social responsibilities, compromises among people that tend to lower the need for intense regulatory and allocative policy, and public policy that reduces conflict and advances human well-being while at the same time preserves individual liberties and options. This statement can well be challenged, especially if one refers to Yugoslavia. However, our hypothesis is that there is much that we can learn from Yugoslavia, as its educational and public policies appear to move the society away from authoritarianism and toward more individual choices and well-being. In other words, Yugoslavia will offer a number of opportunities to observe the "convergence" concept, or how a relatively authoritarian nation appears to move toward a system with more democratic processes. This will be examined in comparison with a

democratic nation's moving toward more governmental regulation and allocation of valued resources. Are authoritarian and democratic nations "converging" toward a new model of governing? We might also add that the means whereby Yugoslavia attempts to integrate a nation previously torn by national differences (Serbs, Croats, Macedonians, Slovenes, etc.), especially through education, will merit our close attention.

3. As the United States' involvement in Vietnam hopefully is coming to an end, more resources will be allocated to education, health, reduction of poverty, and other essential areas of human well-being. There is much that we can learn from three nations which allocate the majority of their available resources toward national well-being.

4. There are many other reasons why we turn to these three nations. Quite simply, why is there no jaywalking in the streets of Copenhagen and, at the same time, few if any policemen on the streets? Why have the people of Switzerland been so secure over so many years? Why are laborers in Yugoslavia able to make many basic decisions with respect to industrial management?

In brief, then, these three smaller nations may well have much to offer to us in developing guidelines for education and public policy in the United States during the remainder of the twentieth century. We cannot study these nations with the thoroughness we would wish, nor can we examine positive trends and policies in many other nations. However, we believe that these three nations will give us experiences, policies, and programs that will enable us to be less nationalistic in our quest for improving the quality of life in the United States.

D. Study Inquiry and Procedures

1. Basic Inquiry

Given our projections, our concern for interrelationships between law and order on the one hand and security and well-being on the other, and our deep commitment to effective citizenship education for responsibility and democratic behavior, we are proceeding in our study to seek to ask the right kinds of questions at home and abroad. These questions naturally deal with the five main areas of our concern. Some of the general questions are as follows:

a. With respect to education, what are we doing to prepare young people of today to live in tomorrow's world? Can we afford (in terms of humans and money) to continue to permit the vast inefficiencies and irrelevancies of contemporary education? Can the high school and college dropouts ever gain useful occupations?

Can education contribute toward reducing crime, violence, and poor physical and mental health--all of which cost vast sums of money (e.g., it costs much more to maintain an individual in prison than to educate him in the schools)?

b. With respect to health, how can we better deliver medical services based on need rather than on the ability to pay? How can medical training be shaped to prevent rather than only cure disease? How can the high costs of medical training be reduced? Can more paraprofessionals in medicine be trained? How can the patient be trained to assume more of his own medical care (e.g., along the lines of those afflicted with diabetes)? How can children be trained to develop sound medical and dental habits? How can we promote mental well-being so that people can "cope" in an increasingly congested and problematical society?

c. With respect to a nation's economic system, what are appropriate balances between free enterprise and the market economy on the one hand and governmental regulation and controls on the other? What are the interrelationships between the economy and other components of security and well-being, such as education, health, and welfare? What about the quality of production, kinds of goods and services essential to human well-being, and labor's participation in decision making?

d. With respect to public welfare, who are the poor, and what are their characteristics? Whose responsibility are the poor people, and what responsibilities do these people have toward themselves? Can a welfare system reduce poverty, and are their alternatives to the present system? To what extent should government support those who cannot find vocational positions?

e. With respect to law and its enforcement, how can people be trained to be more responsible for their behavior so as to reduce enforcement procedures? How can we reduce recidivism among those who keep returning to prison? How can penal servitude be converted into genuine processes for rehabilitation? How can the delivery of justice be improved, especially in making the courts instruments for prompt and more equitable decision making? What about the questions of police corruption and credibility?

2. Study Procedures

The study staff is currently framing these questions in a more detailed manner. Then it will proceed to appraise research data, empirical findings, public papers, and other sources of information in the United States on these five areas, given the above projections. However, it is a prime hypothesis of the study that policy and experiences in the three smaller nations, and in some others, will provide

a vast reservoir of guidelines and even tentative answers to these broad and then more specific questions.

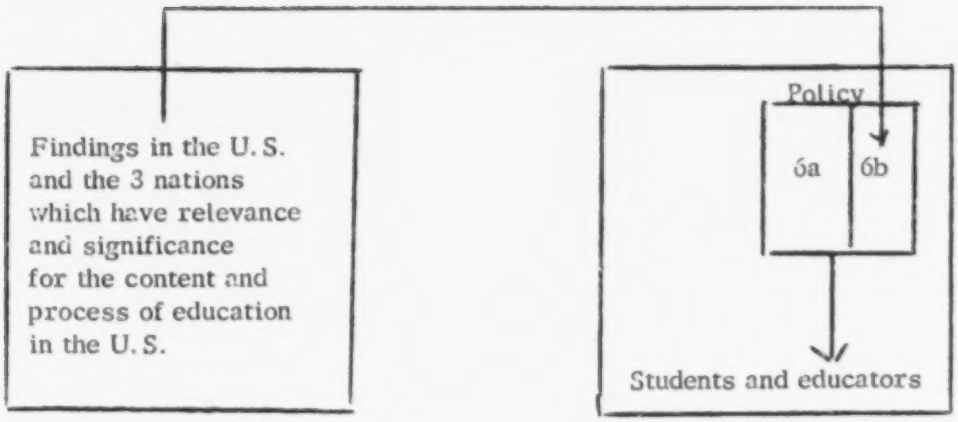
With respect to the three nations, the staff currently is gathering its documents from the United States information services and embassies. We shall also go to libraries at the United Nations and other American libraries and resource centers for information on these nations. Once our inquiries and questions are, in our opinion and that of others, properly framed, the staff will visit the three nations to verify data and to engage in fresh inquiries where first-hand information can be secured. We also expect to secure much information at United Nations offices and United Nations specialized agencies in Geneva and at the United Nations Educational, Scientific, and Cultural Organization headquarters in Paris. Dr. Gibson's initial trip to Switzerland and Paris in February will begin to lay the groundwork for research and inquiry in Europe. We expect to complete our inquiries by September, 1972.

E. Implementation

Implementation procedures with respect to the study are not formulated in any concise manner at this time. We fully expect to publish several kinds of reports for different kinds of audiences. We shall interview a number of educators and public officials at all levels with respect to our quest for translating our viable findings and recommendations into educational and public policy (recognizing that public education is also public policy). In other words, we shall seek to reach decision makers in governments as well as public opinion and political interest groups which influence the shaping of public policy.

Our first major thrust in terms of implementation will be through the educational institution, largely because education is so vital with respect to the young people of today who will be active citizens tomorrow. Since projections for the future in which the students of today will live are so important, and given the vital role of education for effective citizenship and responsible, democratic behavior, we see the educational institution as a top-priority arena in which to advance our recommendations.

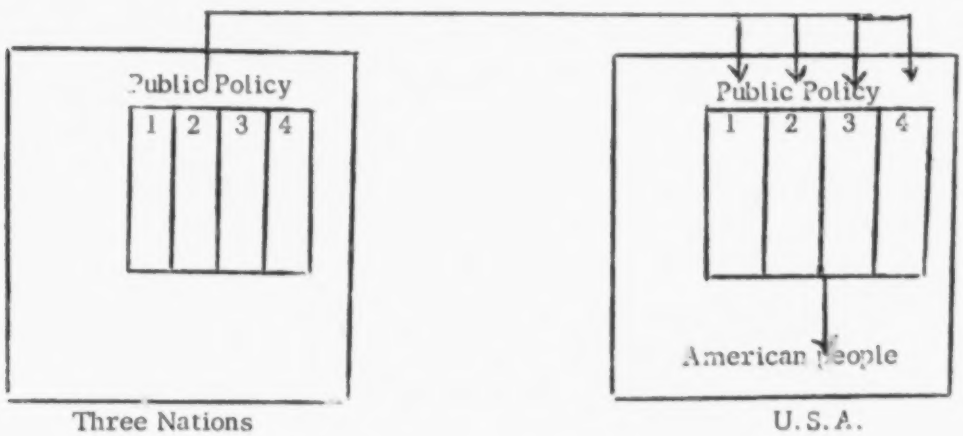
To be more specific, what will the implications of our findings and recommendations concerning education, health, economics, welfare, and law and enforcement be with respect to the teaching-learning process and instructional resources in our schools and colleges? Chapter 18 of Toffler's Future Shock, which deals with education, provides many significant guidelines for us. The productivity of our inquiry in the United States and especially in the three nations will thus be an input into American educational institutions. Using the governing process framework, this procedure may be diagramed as follows.


Findings in the U.S. and the 3 nations which have relevance and significance for the content and process of education in the U.S.
Policy
6a
6b
Students and educators
U.S.A.

6a is public policy other than education

6b is educational policy at all governmental levels

Then, what will the findings with respect to the other four areas reveal concerning improving public policy in the United States in those four areas. This may be diagramed as follows:



1 - Health Policy
2 - Economic Policy
3 - Welfare Policy
4 - Law and Enforcement Policy

It is our expectation that this study will point toward the need for additional studies and for creative ways to draw upon experiences and policies in other nations to improve education and public policy in the United States.

This is the second information memorandum on this study. More memoranda will naturally be forthcoming. The staff should deeply appreciate advice, recommendations, citations, and other assistance from readers of this report.

John S. Gibson
Director